

Language Arts Grade Level Standards Grades K-3

Kindergarten

- Naming, sounding out, and writing uppercase and lowercase letters
- Being able to compare and retell familiar stories
- Stating opinions and preferences
- Being able to recognise, spell, and use little grammatical words
 - a, the, to, of, from, I, is, and are

First Grade

- Being able to sound out words
- Describing aspects of a story in detail
- Getting facts from multiple sources
- Writing about a topic with an opening and closing
- Being able to write research projects
- Identifying and using the correct meaning of a word with multiple meanings as well as understanding synonyms
 - Bat could be an animal or used for baseball

Second Grade

- Being able to answer who, what, when, where, why, and how questions
- Determining the lesson or moral of a story
- Writing opinions
- Formulating a clear beginning, middle, and end
- Expanding and rewriting sentences
 - The boy watched the movie. -> The movie was watched by the boy.
- Determining the meaning of a new word using prefixes or suffixes
 - Happy; unhappy
 - Pain; painful; painless

Third Grade

- Finding main ideas and supporting details in a story
- Describing the connection between sentences
 - first/ second/ third/ cause and effect
- Distinguishing literal versus nonliteral meanings of words
 - something's fishy
 - cold shoulder
- Spelling correctly and consulting dictionaries

Language Arts Grade Level Standards Grades 4-5

Fourth Grade

- Describing the basic elements of stories
- Paying close attention to important details
- Making comparisons
- Writing summaries or opinions
- Participating in research projects
 - Using tools on the internet to find information
- Comparing and contrasting ideas
- Writing complete sentences
 - Using capital letters
 - Correct punctuation
 - Correct spelling
- Understanding and applying synonyms (words with the same meaning) and antonyms (opposites)

Fifth Grade

- Writing complete summaries that include key details and main ideas
- Pulling evidence from a writing piece to change a reader's point of view
- Integrating information from several sources
- Writing well-formed opinions
 - Providing evidence to support the opinion
- Writing stories that have developed plots
 - Dialogue
 - Description
 - Effective pacing of the action
- Effectively rewriting sentences to improve meaning, interest, and style of writing
- Recognising transitional words
 - On the other hand
 - Similarly
 - Therefore
- Producing writing on the computer